

RISK AND PROTECTIVE FACTORS

A portion of the survey addressed issues of risk and protective factors. Students were asked about the parental attitudes toward, and involvement in, the problem behavior; friends who engage in the problem behavior; and student attitudes toward the problem behavior. Other risk factors, such as the availability of drugs, commitment to school, and early initiation of the problem behavior, were addressed in the previous chapters.

Risk and Protective Factors Research

In order to prevent the development of substance abuse and delinquent behavior in children, the factors that increase the risk of the growth of such behavior need to be identified. Once these factors are identified, then strategies to address them—including enhancing the protective factors for children to resist the effect of the risk factors—can be planned and implemented. This strategy is based largely on the “Communities that Care” model developed and tested by David Hawkins and Richard Catalano (Catalano & Hawkins, 1995).

The body of research on delinquency and substance abuse behavior has identified a number of factors that are linked with the development of delinquent behavior. These factors can be grouped in the following broad categories: the family, the community, the school, the individual, and the peer group (Table R1). Within each of these categories, specific risk factors can be identified, such as child abuse and family disintegration, economic and social deprivation, low neighborhood attachment, parental attitudes condoning law violating behavior, academic failure, truancy, school drop-out, lack of bonding with society, fighting with peers, and early initiation of problem behaviors. The more a child is exposed to these risk factors, the more likely delinquent and violent behavior may develop and flourish. The most effective prevention strategy is designed to reduce identified risk factors while strengthening protective factors. These include healthy beliefs and clear standards for productive, law-abiding behavior, and bonding with adults who adhere to these beliefs and standards.

Catalano & Hawkins (1995) have identified four types of risk factors and five areas of health and behavior problems (Table R1). The check marks (as seen in Table R1) show the risk factors corresponding to the areas of problem behaviors they will impact. The 2004 *Idaho Substance Use and School Climate Survey* has addressed the following risk factors:

Community

- Availability of drugs (Q15, Q16, Q17)

Family

- Favorable parental attitudes toward, and involvement in, the problem behavior (Q29)
- Lack of commitment to school (Q44)

Individual/Peer

- Friends who engage in the problem behavior (Q20)
- Favorable attitudes toward the problem behavior (Q30)
- Early initiation of the problem behavior (Q22, Q27)

The availability of drugs (Chapter: “Other Drug Use”), lack of commitment to school (Chapter: “School Climate and Safety”), and early initiation of the problem behavior (Chapters: “Alcohol Use” and “Tobacco Use”) are addressed in the previous chapters.

Table R1
Risk Factors for Health and Behavior Problems

Risk Factor*	Substance Abuse	Delinquency	Teenage Pregnancy	School Dropout	Violence
Community					
Availability of drugs (Q15, Q16, Q17)	✓				
Availability of firearms		✓			✓
Community laws and norms favorable to drug use, firearms, and crime	✓	✓			✓
Media portrayals of violence					✓
Transitions and mobility	✓	✓		✓	
Low neighborhood attachment and community organization	✓	✓			
Extreme economic deprivation	✓	✓	✓	✓	✓
Family					
Family history of the problem behavior	✓	✓	✓	✓	
Family management problems	✓	✓	✓	✓	✓
Family conflict	✓	✓	✓	✓	✓
Favorable parental attitudes toward and involvement in the problem behavior (Q29)	✓	✓			✓
School					
Early and persistent antisocial behavior	✓	✓	✓	✓	✓
Academic failure beginning in elementary school	✓	✓	✓	✓	✓
Lack of commitment to school (Q44)	✓	✓	✓	✓	
Individual/Peer					
Rebelliousness	✓	✓		✓	
Friends who engage in the problem behavior (Q20)	✓	✓	✓	✓	✓
Favorable attitudes toward the problem behavior (Q30)	✓	✓	✓	✓	
Early initiation of the problem behavior (Q22, Q27)	✓	✓	✓	✓	✓
Constitutional factors	✓	✓			✓

Source: Catalano & Hawkins, *Risk Focused Prevention, Using the Social Development Strategy*, Seattle, WA: Developmental Research and Programs, Inc., 1995.

*Risk factors addressed by the *Idaho 2004 Substance Use and School Climate Survey* are boldfaced

Perceived Parental Attitudes Toward Problem Behaviors

To determine what kind of messages students received at home, a series of questions probed student perceptions of their parents' attitudes about different forms of alcohol and other drug use. In general, students indicated that their parents either "disapproved" or "greatly disapproved" of all forms of alcohol and other drug use. Figures R1 to R5 reflect, in graphic form, the percent of sixth-, eighth-, 10th-, and 12th-graders reporting their parents' attitudes of each behavior. In general, students at all grades perceived greater disapproval of occasional marijuana use and smoking than of having five or more drinks once or twice each weekend or one or two drinks nearly every day. Dramatic differences existed in perceived disapproval of attending a party in a private home where alcoholic beverages were available (Table R4), with about one-half of the high school seniors reporting that their parents would "greatly disapprove" of this.

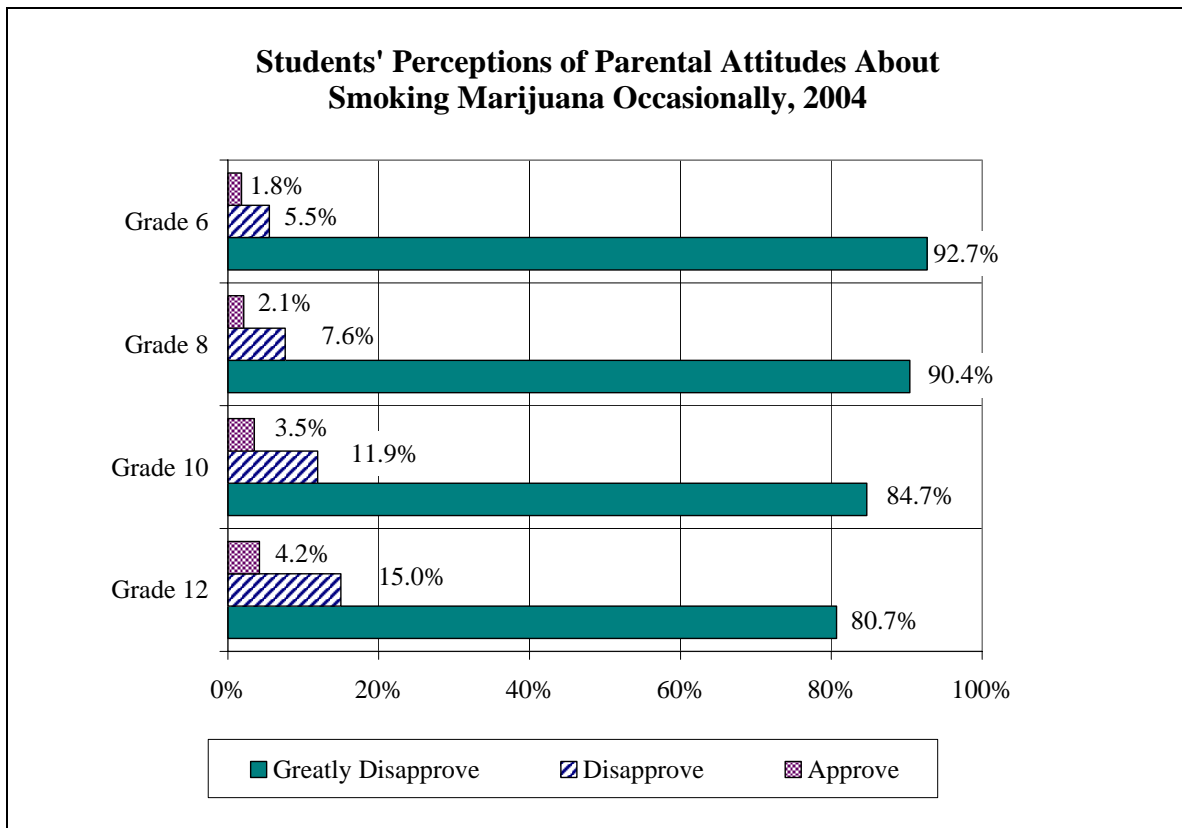


Figure R1

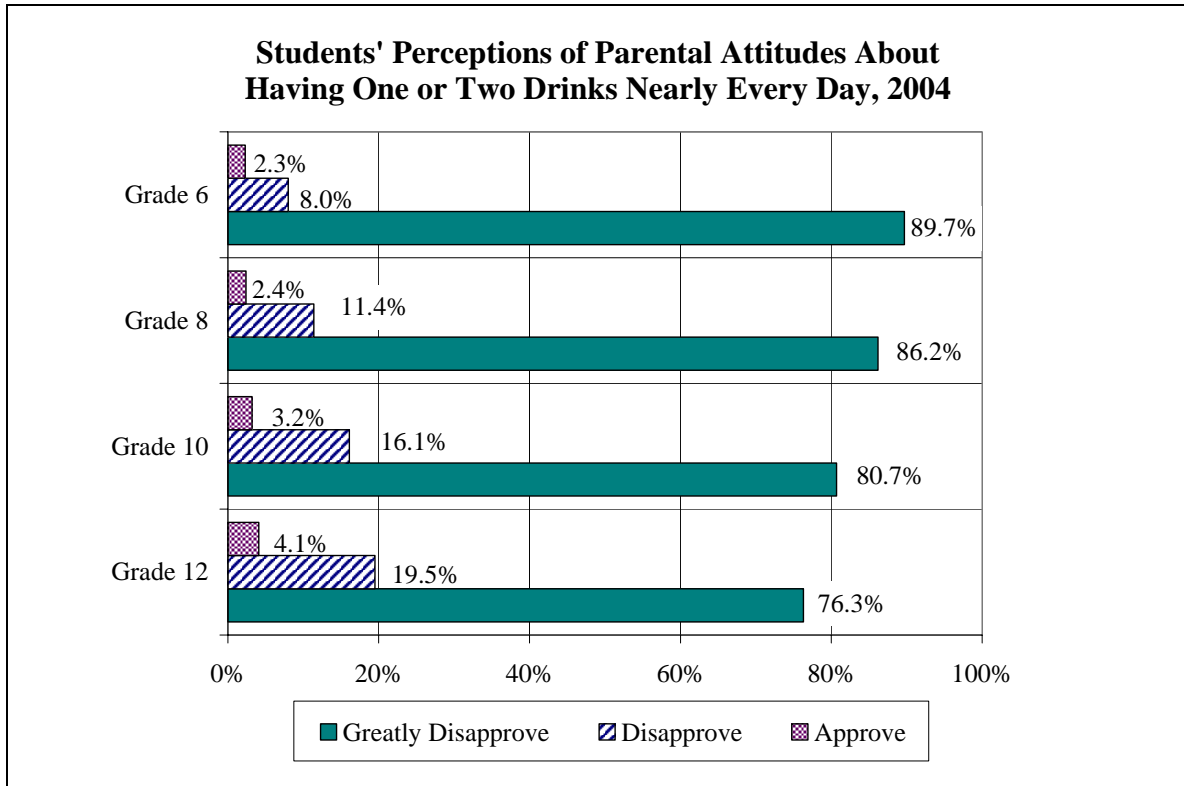


Figure R2

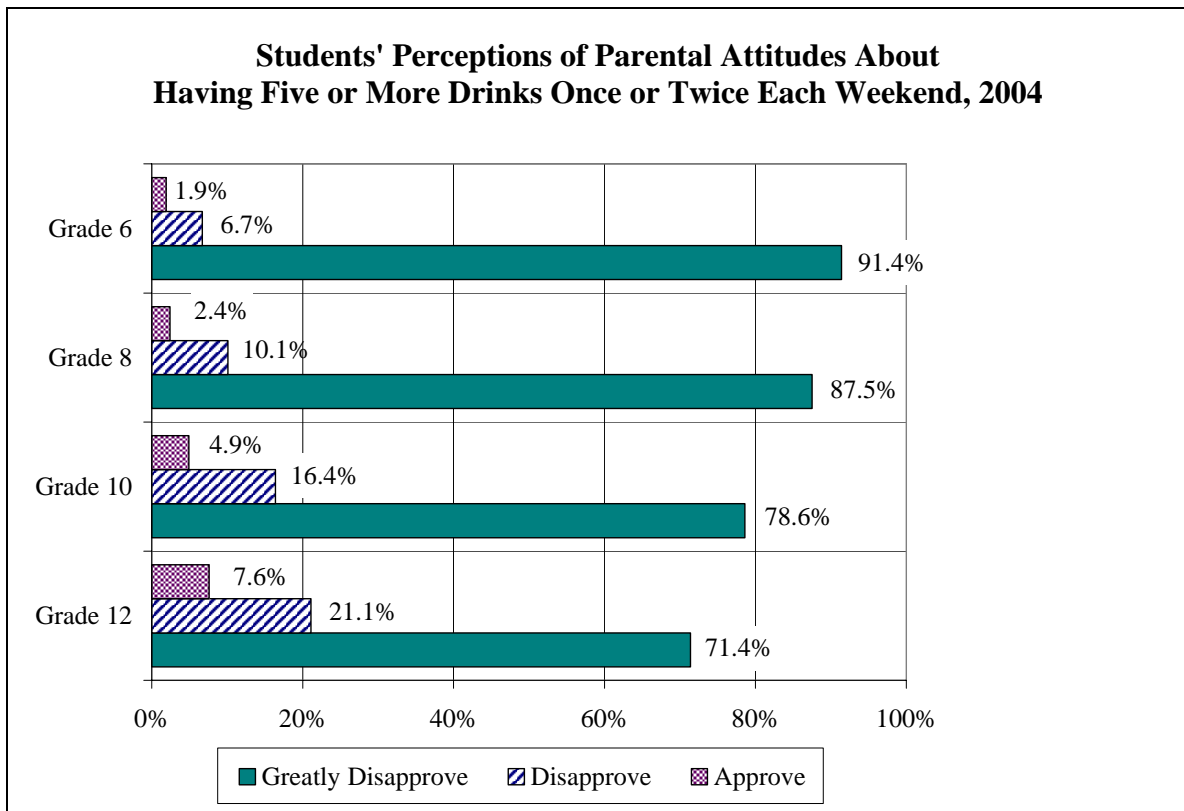


Figure R3

Students' Perceptions of Parental Attitudes About Attending a Party in a Private Home Where Alcoholic Beverages Were Available, 2004

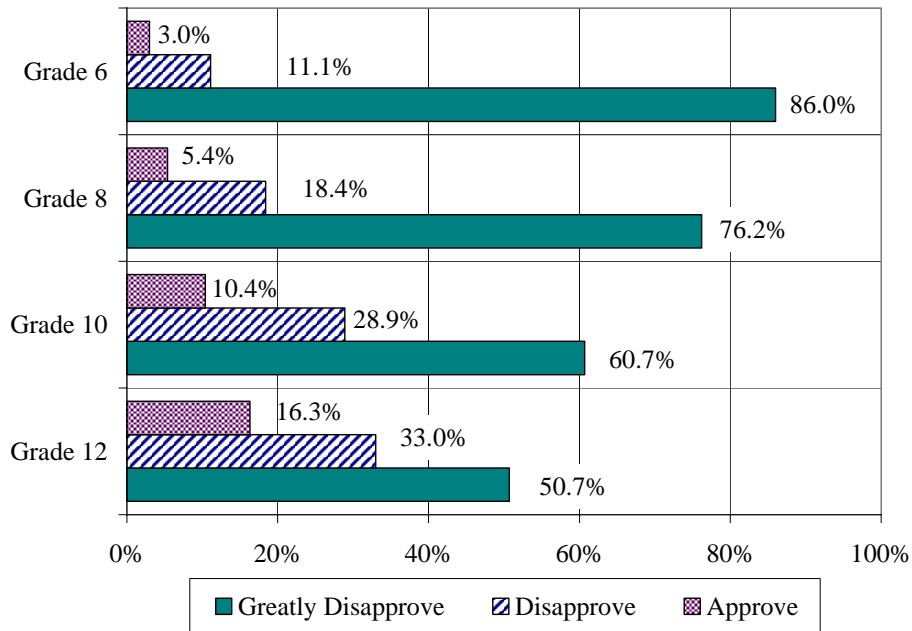


Figure R4

Students' Perception of Parental Attitudes About Smoking One or More Packs of Cigarettes a Day, 2004

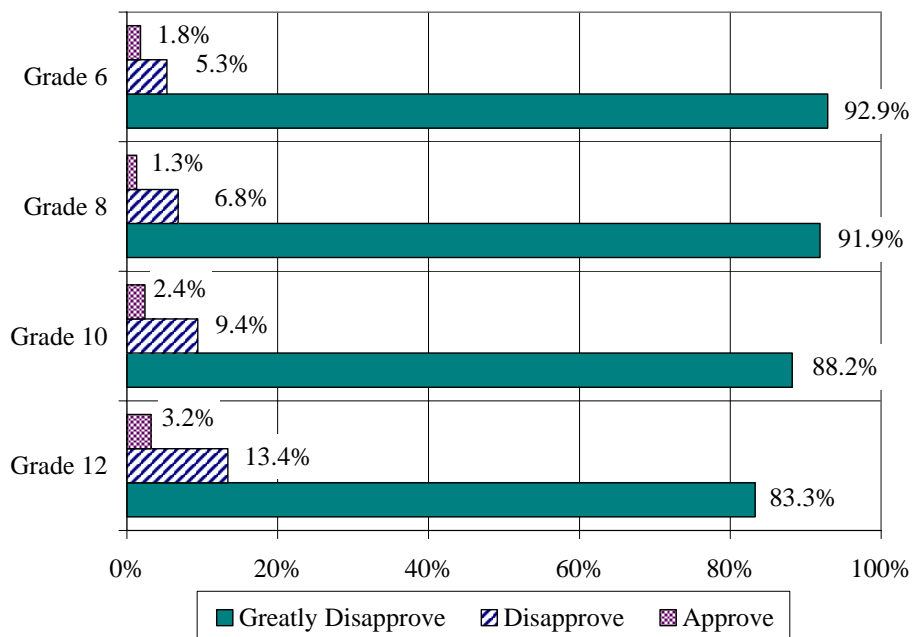


Figure R5

Student Attitudes Toward Problem Behaviors

The same series of questions was asked to obtain the students' own perceptions about different forms of alcohol and other drug use. Figures R6 to R10 present the percent of sixth-, eighth-, 10th-, and 12th-graders reporting their own attitudes of each behavior. Students at all grade levels had greater disapproval of occasional marijuana use and smoking cigarettes than of having five or more drinks once or twice each weekend or one or two drinks nearly every day. About one-quarter (24.9%) of surveyed high school seniors "greatly disapproved" of attending a party in a private home where alcoholic beverages were available.

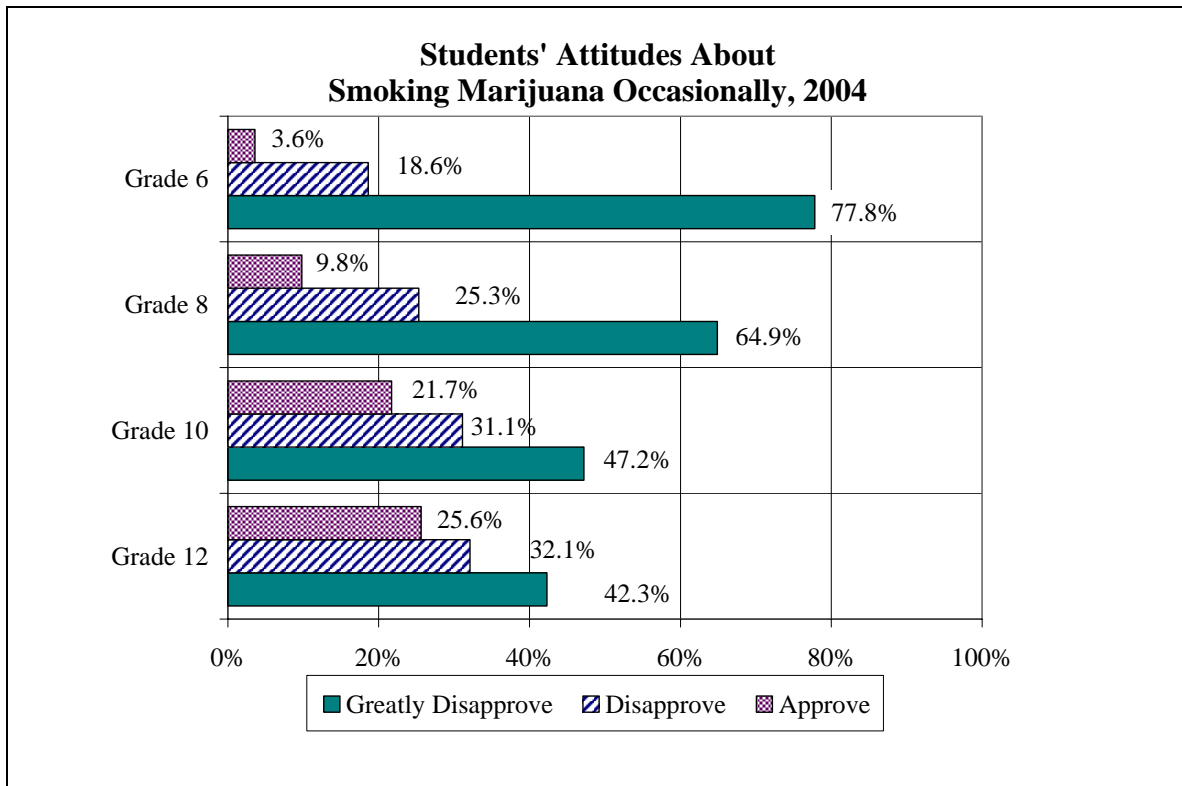


Figure R6

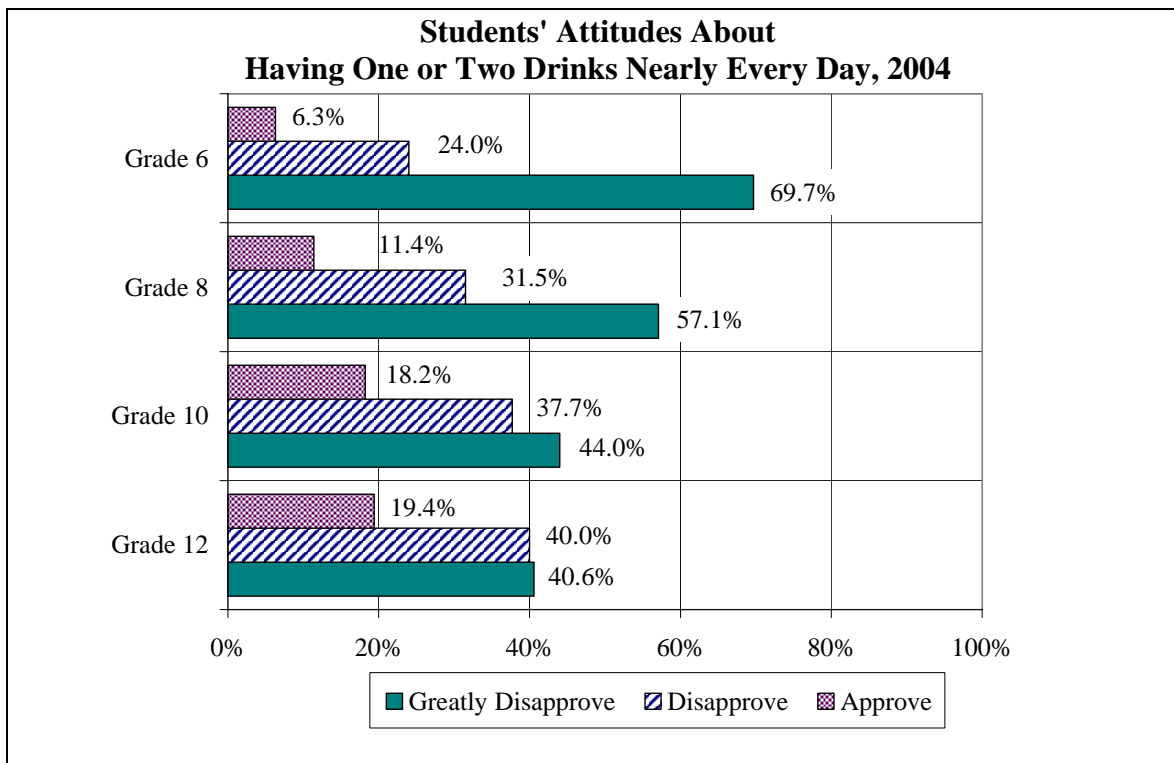


Figure R7

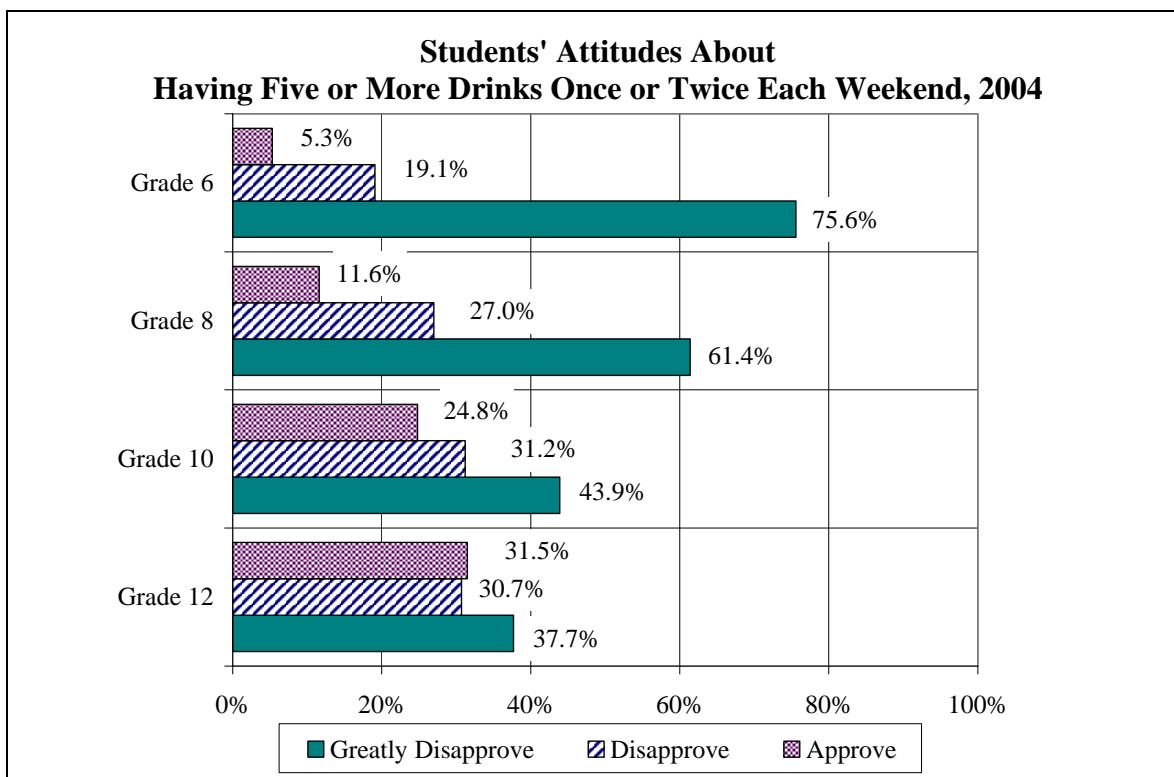


Figure R8

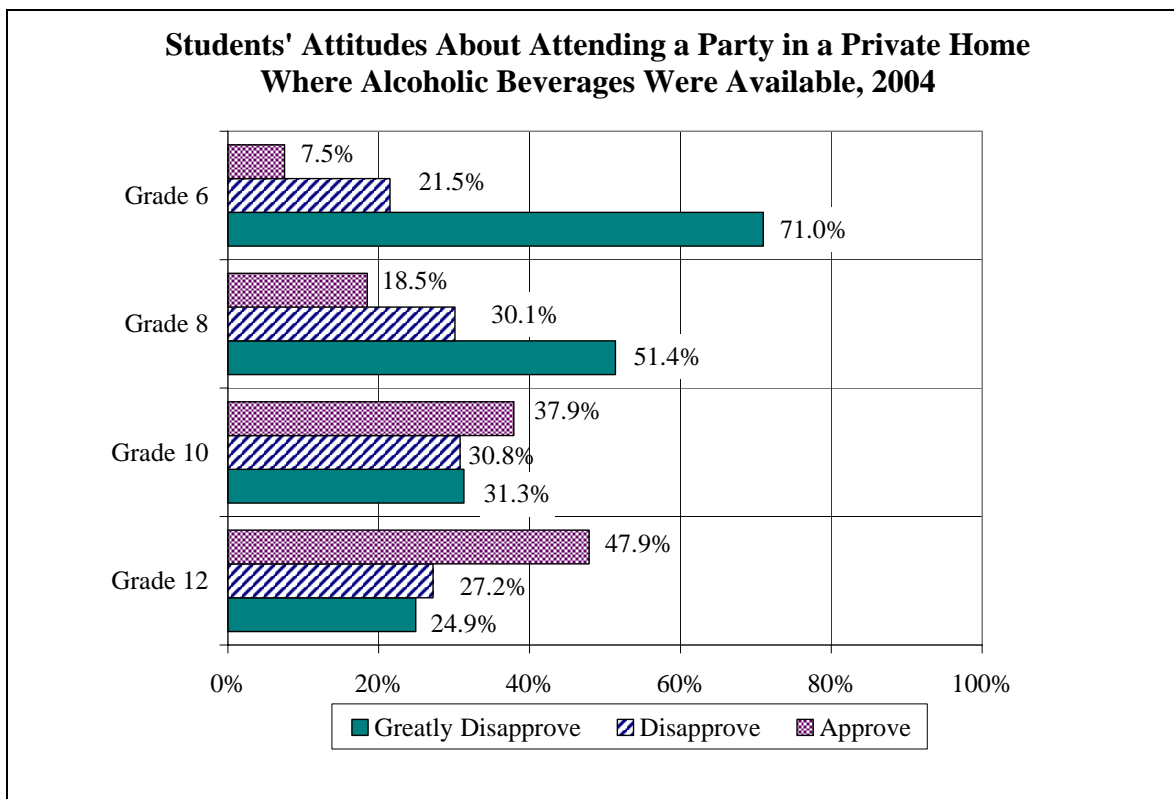


Figure R9

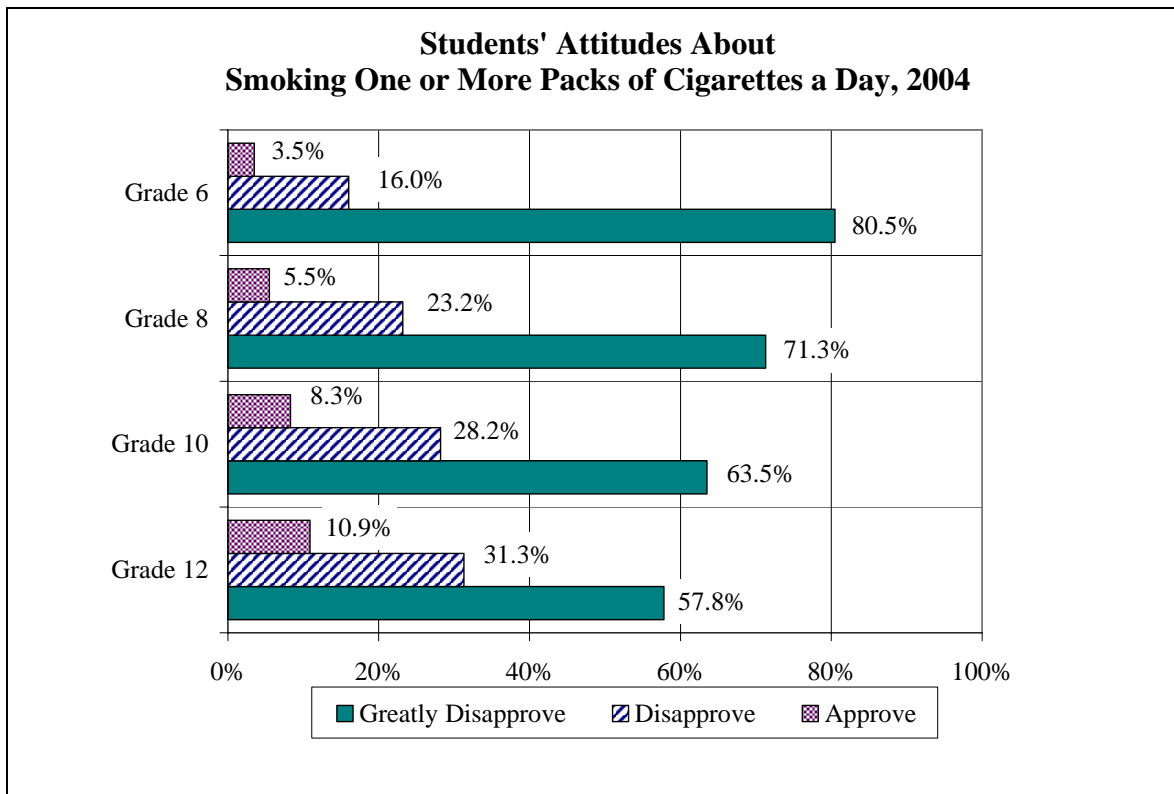


Figure R10

Student and Perceived Parental Attitudes of Disapproval Toward Problem Behaviors

Figures R11 to R15 represent a comparison of student attitudes and perceived parental attitudes toward problem behaviors as reported by the sixth-, eighth-, 10th-, and 12th-graders who were surveyed. Ratings represent the total percentages of students responding “disapprove” or “greatly disapprove” about each behavior. Students’ perceptions of parental disapproval were greater than their own disapproval at all grades for each problem behavior

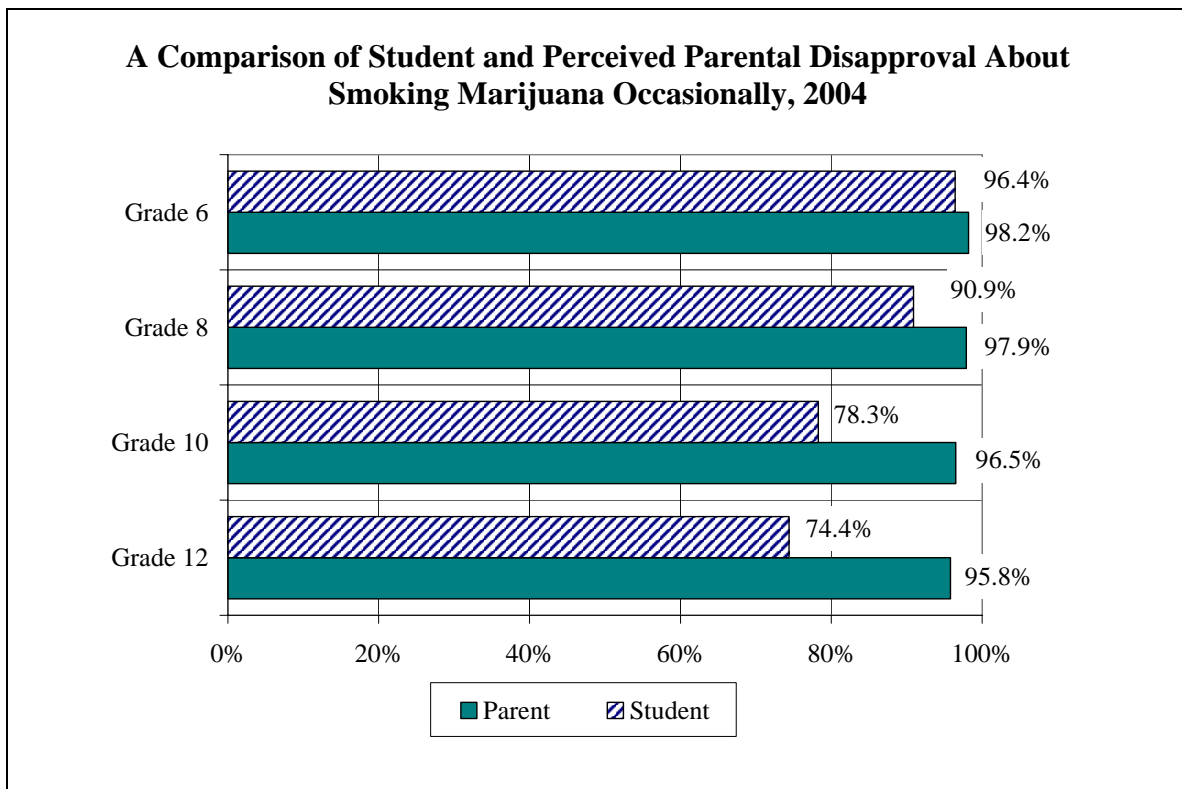


Figure R11

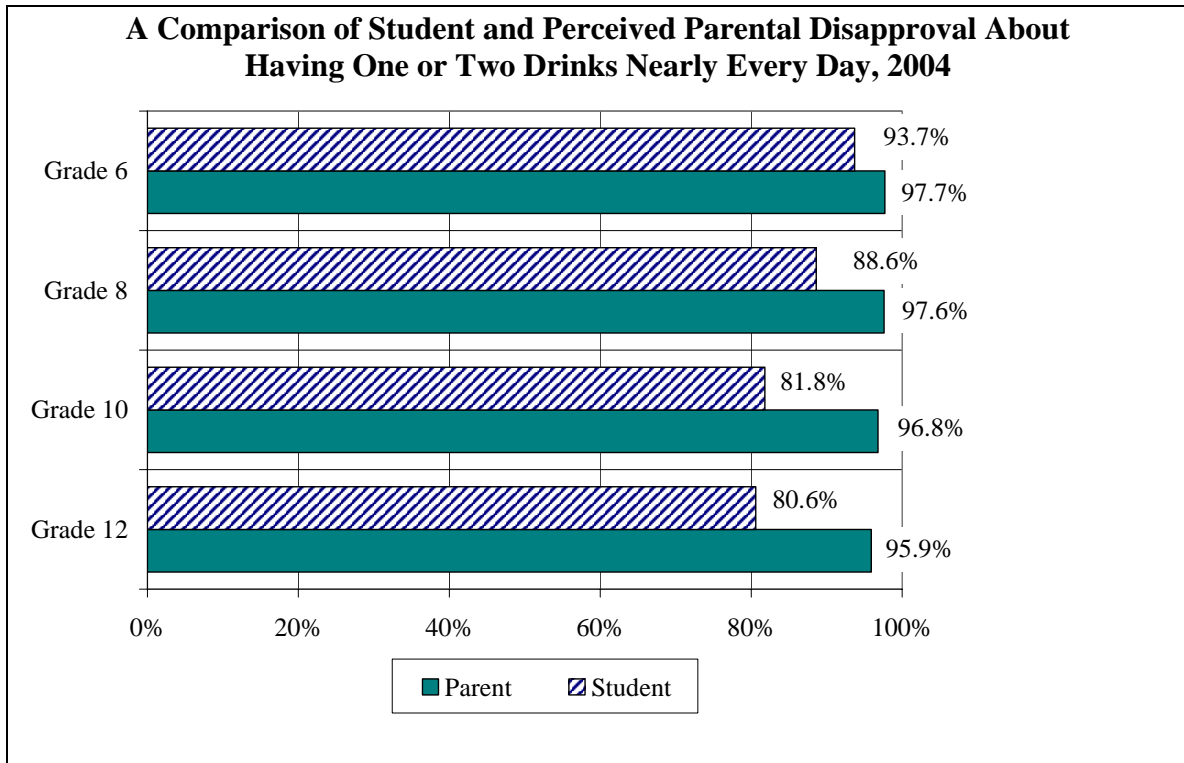


Figure R12

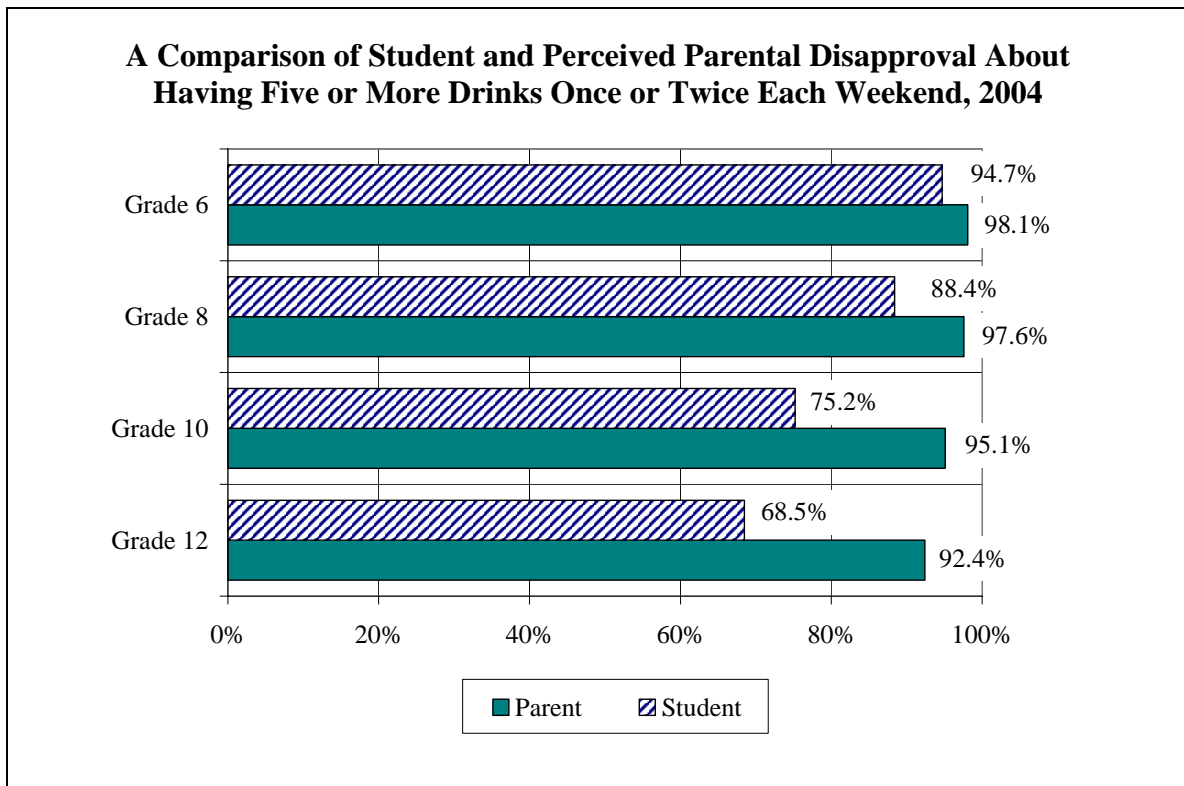


Figure 13

**A Comparison of Student and Perceived Parental Disapproval About
Attending a Party in a Private Home
Where Alcoholic Beverages Were Available, 2004**

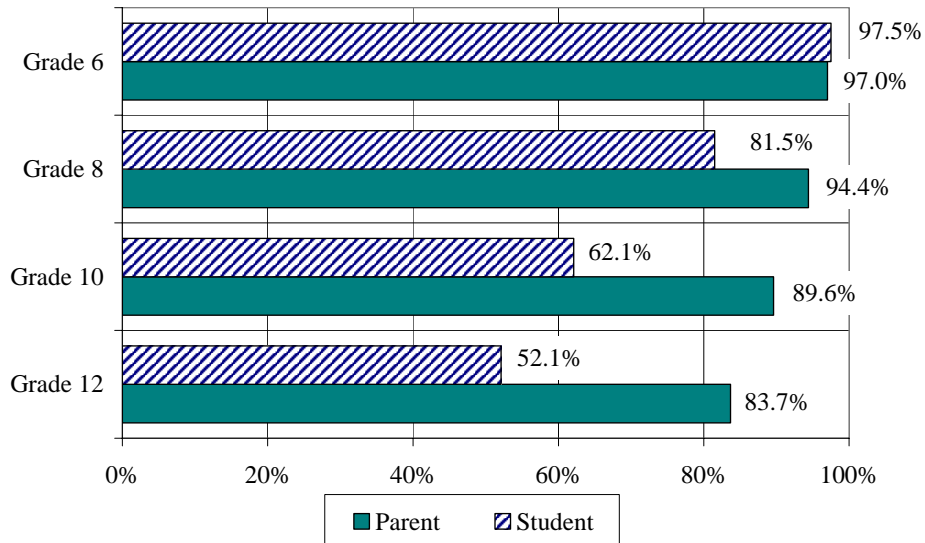


Figure R14

**A Comparison of Student and Perceived Parental Disapproval About
Smoking One or More Packs of Cigarettes a Day, 2004**

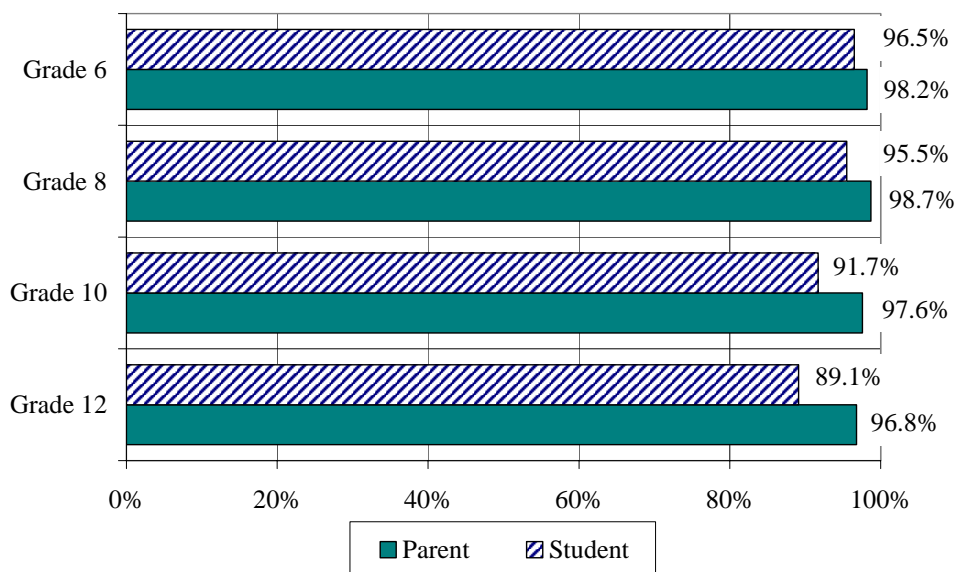


Figure R15

Student Attitudes of Disapproval About Problem Behaviors: Idaho and Nationwide

Figures R16 to R19 illustrate the percent of eighth-, 10th-, and 12th-graders reporting their attitudes toward each behavior; each graph compares student responses to responses from the national study. The problem behavior of “attending a party at a private home where alcoholic beverages were available” was not asked in the national study. Students' disapproval rating of each problem behavior was higher in Idaho than in the national study. For example, about 89.1 percent of Idaho high school seniors disapproved of smoking one or more packs of cigarettes per day (Figure R19), whereas the disapproval rate for the students in the national study was 76.2 percent.

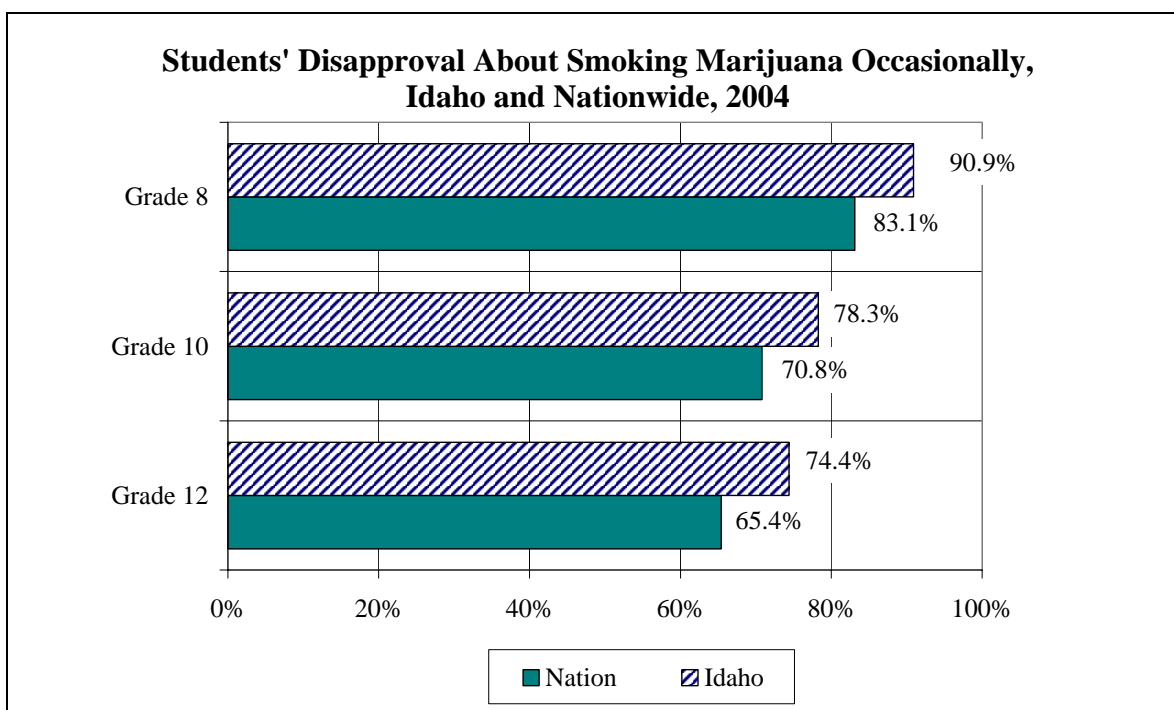


Figure R16

**Students' Disapproval About Having One or Two Drinks Nearly Every Day,
Idaho and Nationwide, 2004**

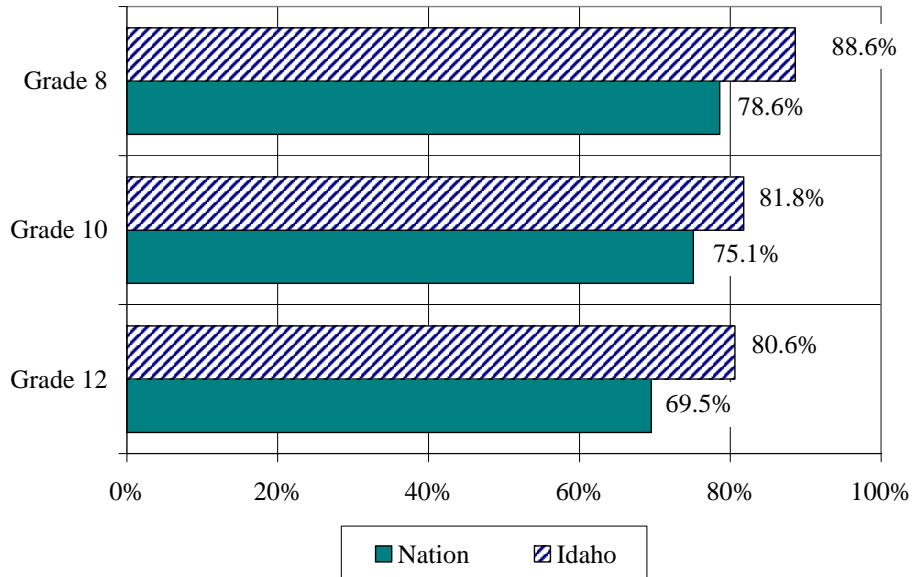


Figure R17

**Students' Disapproval About Having Five or More Drinks Once or Twice
Each Weekend, Idaho and Nationwide, 2004**

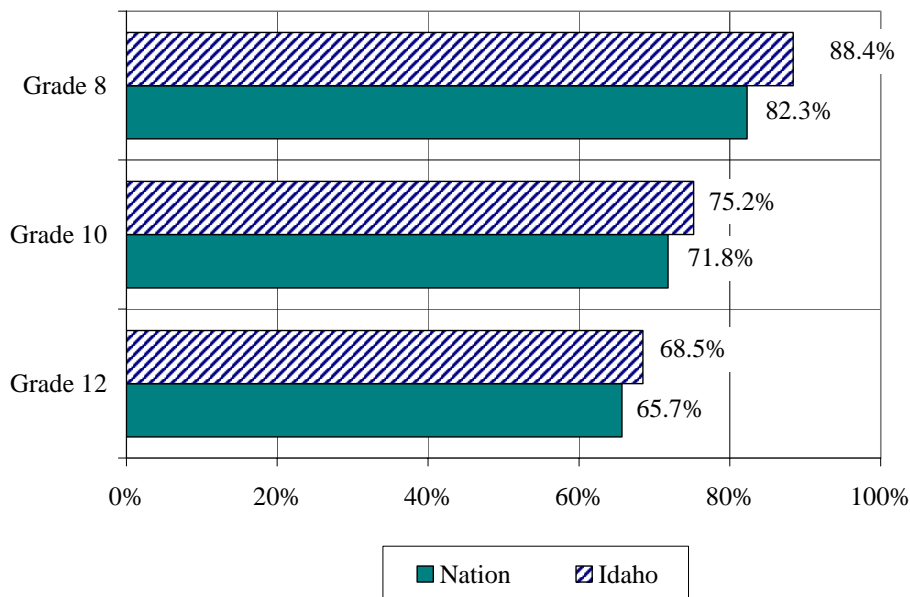


Figure R18

**Students' Disapproval About Smoking One or More Packs
of Cigarettes a Day, Idaho and Nationwide, 2004**

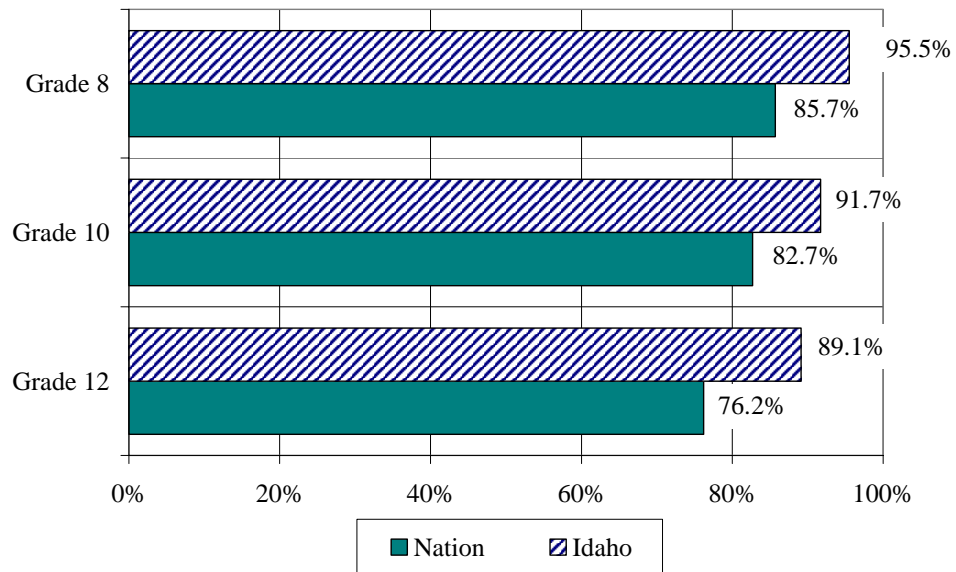


Figure R19

Friends Who Engage In Problem Behaviors

Peer influence is thought to be a major factor in initiating and maintaining use of most drugs. Figures R20 to R25 show the increasing proportion of students at each grade level who believed “a few,” “some,” “most,” or “all” of their closest friends were using alcohol and other drugs. By eighth grade, about two-fifths (40.5%) had at least a few friends who used alcohol, and by 12th grade, nearly four out of five students (76.6%) reported alcohol use by their friends. By 12th grade, about 60.3 percent had at least a few friends who smoked cigarettes, 43.8 percent who used smokeless tobacco, 55.4 percent who smoked marijuana, 13.6 percent who used methamphetamines, and 26 percent who used other illegal drugs. Clearly, there must be considerable incentive to use drugs when most or all of your closest friends use.

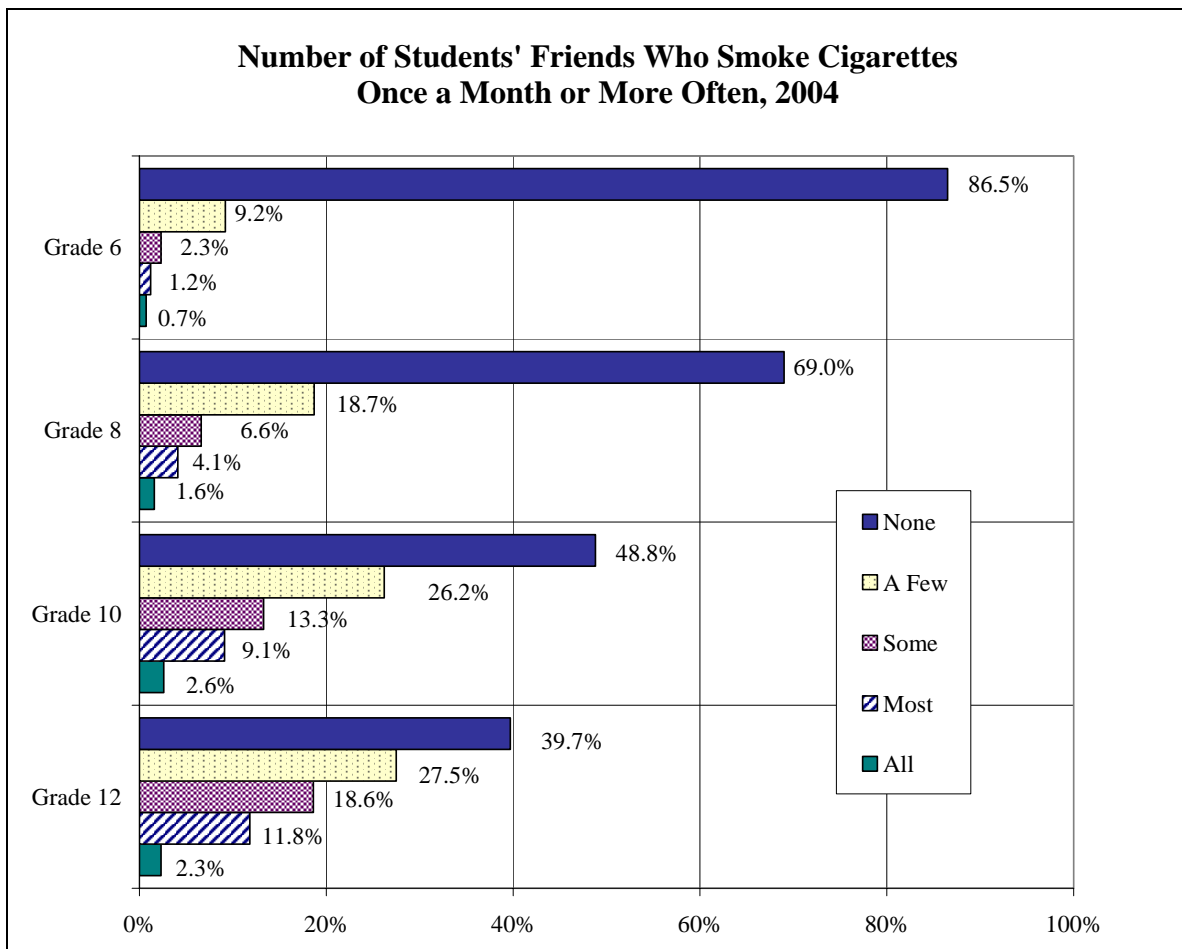


Figure R20

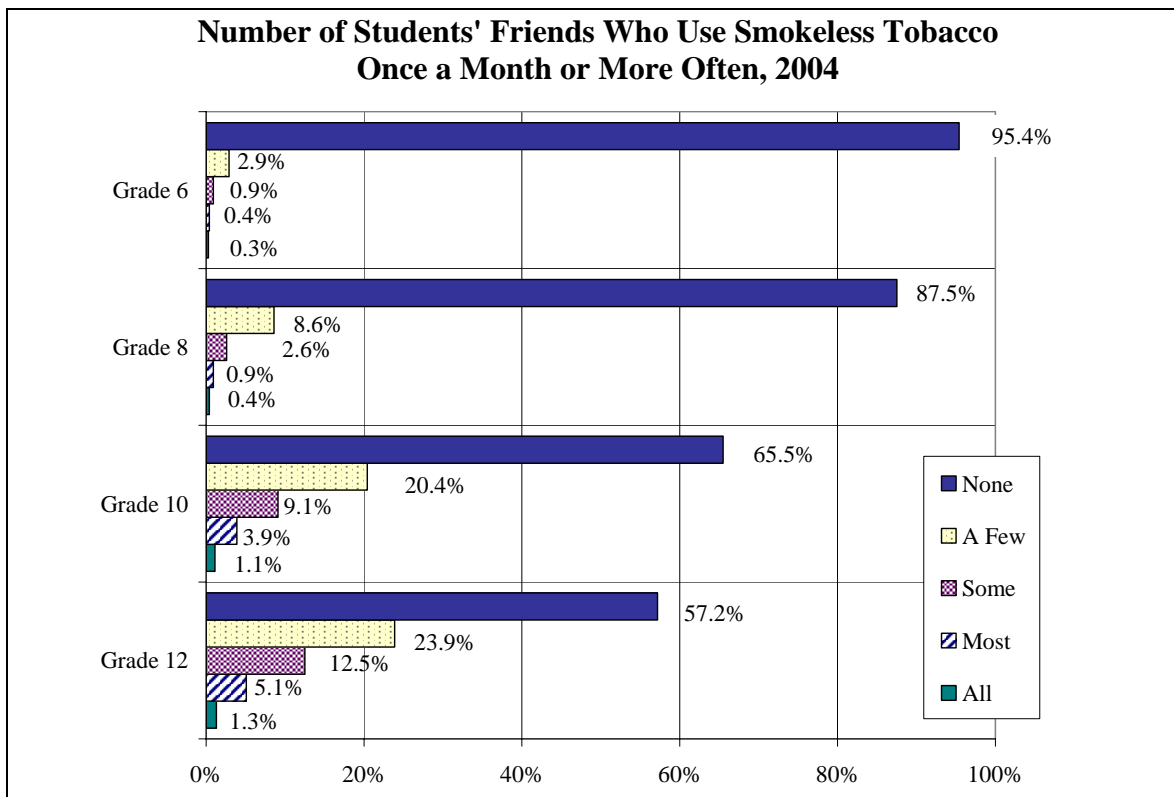


Figure R21

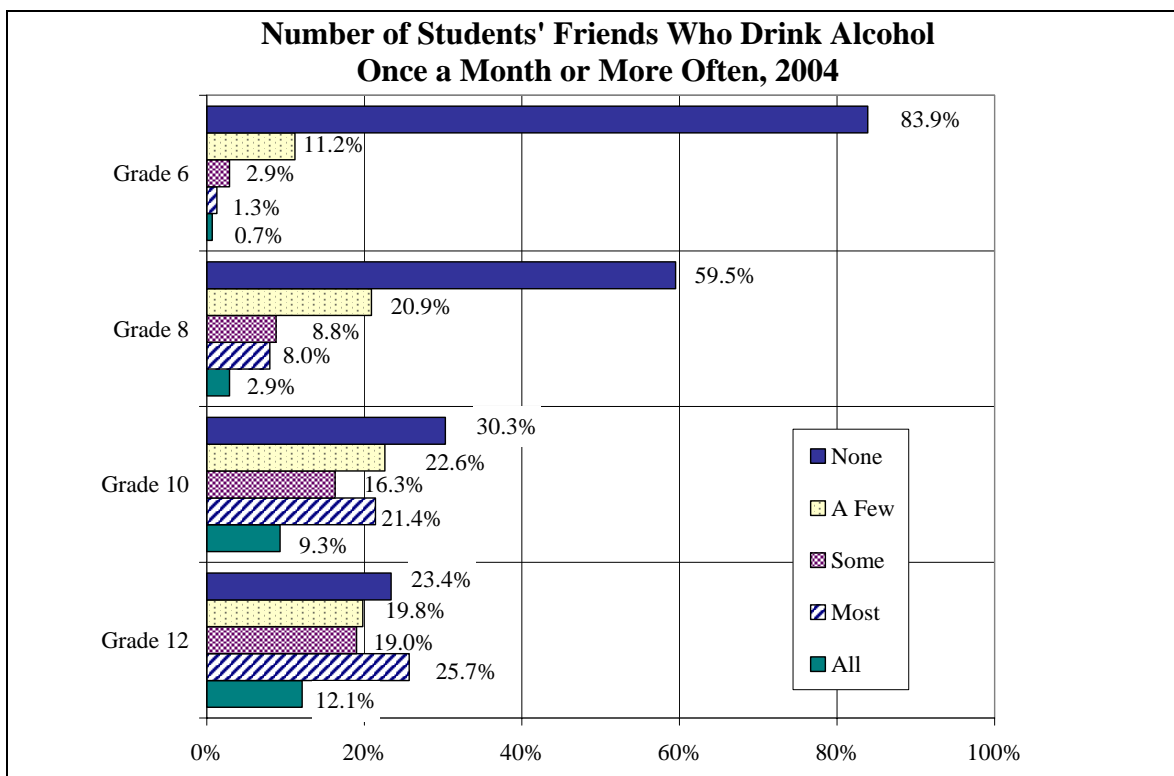


Figure R22

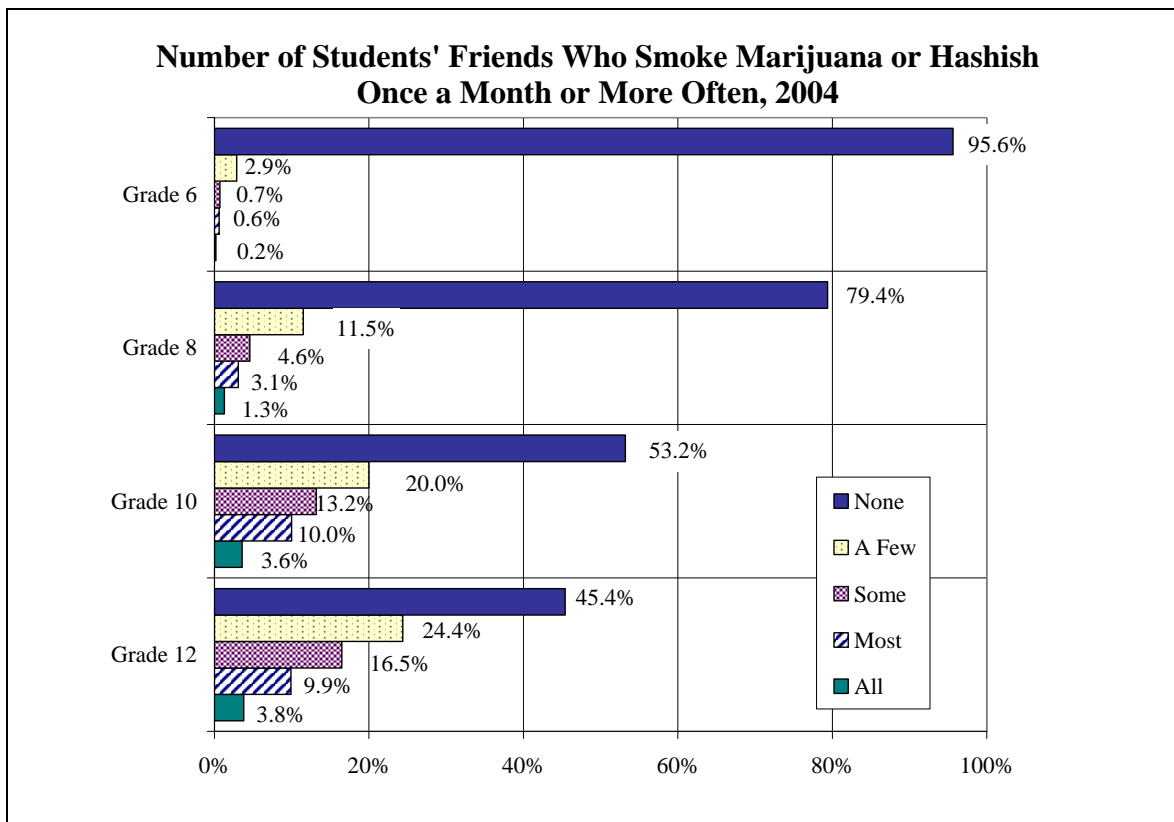


Figure R23

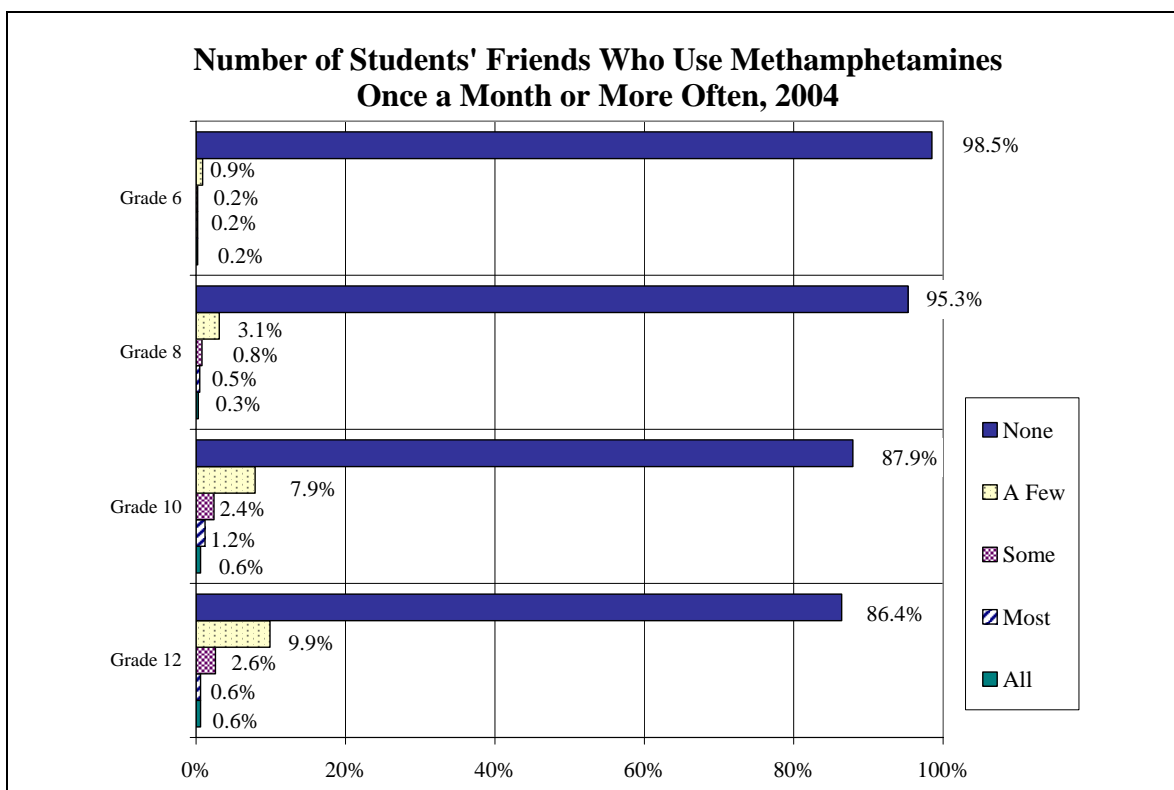


Figure R24

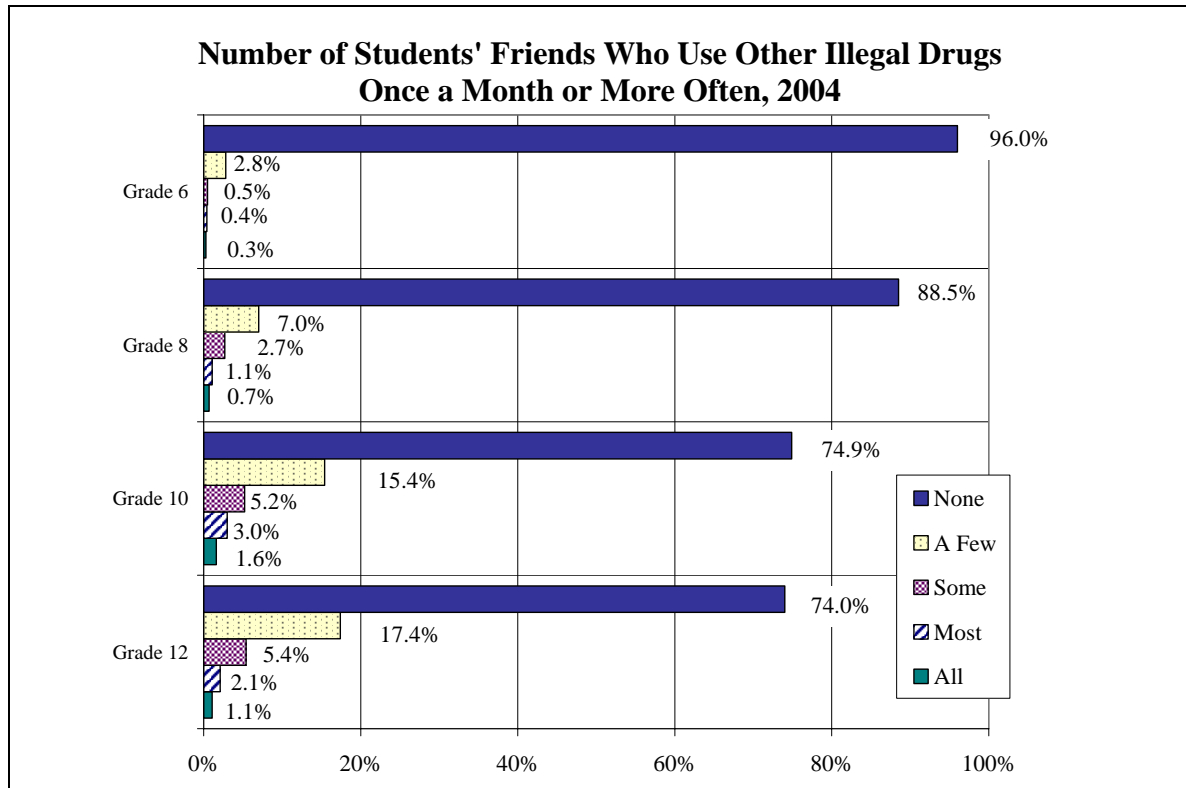


Figure R25

APPENDICES

